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ABSTRACT

Goal setting and contract grading are two instructional strategies that can provide individualized instruction within more traditional speech classroom settings. Individualized instruction focuses on the unique characteristics and needs of the learner, acknowledges that all students do not learn in the same way, meets the needs of the gifted student as well as the slow learner, and removes the element of threat that impedes effective communication between teacher and student. Goal setting is a procedure whereby students set learning objectives for themselves, from a single assignment to an entire course. Written in behavioral terms with methods for determining goal achievement indicated, they should be conceivable, believable, achievable, measurable, desirable, and unavoidable. A contract should include four parts: behavioral objectives, media resource alternatives, activity alternatives, and reporting alternatives. Contracts can be developed for students by teachers, jointly with students, and by the students themselves. Each of these three formats can be modified in a variety of ways. Contracts and goal setting can be used in a wide range of speech courses and situations: public speaking, debate or individual events, interpersonal communication, group discussion, and mass media. (The appendix contains sample agreements and evaluative criteria.) (JL)

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Individualizing Speech Communication Education: Goal Setting and Student Contracts

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Benjamin Bloom (1968) posited the theory that "most students (perhaps over 90 percent) can master what we have to teach them, and it is the task of instruction to find the means which will enable our students to master the subject under consideration" (p. 6). Based on the works of Bloom, Thorndike (1931), Carroll (1963), Keller (1968), Keller and Sherman (1974), Glaser (1968, 1972), and others showing the need for individualized approaches to instruction, a variety of alternatives to traditional teaching and evaluation have developed. Many of these alternatives, such as Keller's Personalized System of Instruction (PSI) and the Individually Guided Education program (IGE), are highly structured and utilize teachers in a facilitator's role. Because these systems and other forms of individualized instruction require a significant amount of planning, materials preparation, and record keeping, many teachers tend to shy away from all forms of individualization.

While individualization does require more teacher time for some tasks, it is not necessary to develop full-scale programs such as PSI to take advantage of the benefits of individualization. This paper will examine two instructional strategies, goal setting and contract grading, which provide individualization within more traditional classroom settings. The paper will present the benefits of individualization, an explanation of goal setting and contract systems, and suggestions for adapting goal setting and contracts within speech communication classrooms.

Why Individualize?

Before examining reasons for individualizing, it is important to define what is meant by individualization of instruction. Contrary to popular belief, individualization does not mean that students work independently at all times. What it does mean is that the instructional process focuses on the unique characteristics and needs of each learner--"skills, abilities, interests, learning styles, motivation, goals, rate of learning, self-discipline, problem-solving abilities, degrees of retention, participation, strengths, weaknesses, and prognosis for moving ahead in various curriculum areas and projects" (Dunn and Dunn, 1972, p. 31). With this definition in mind, the obvious reason for individualizing is that students <u>are</u> different.

Carroll (1963) noted that there are five conditions which affect a student's ability to learn a given task. Three of these, aptitude, ability to understand instruction, and "perseverance" or time willingly spent in learning, are a function of the learner. The remaining two, quality of instruction and time allowed for learning ("opportunity") are teacher-controlled. According to Bloom (1971) all learners, with the exception of those in the bottom five percent of ability level, should be able to master a task given sufficient time. Thus, one of the two teacher-controlled factors should actually be influenced by the students' needs rather than by teachers' agendas. If time can compensate for aptitude and comprehension differences among students, then students should be afforded opportunities to adjust their levels of "perseverance." The end result of such strategies is that they "bring the achievement level of lower ability students up to the level of their higher ability classmates, rather than dragging down the

higher ability students" (Levin and Long, 1981, p. 56).

A second justification for individualizing instruction grows out of research on learning styles.[1] Regardless of the source of differences--intellectual ability, cognitive style, or learning modalities and processes--students do not learn the same way. The traditional lecture/discussion method will not suit the needs of students who require hands-on or experiential activities to learn concepts. Through strategies such as contracts, teachers can supplement traditional teaching strategies with others more suitable to a learner's style.

While most arguments for individualizing tend to show concern for the slower learner, a third justification for individualizing grows out of the needs of gifted or above average students. Contracts and goal setting strategies can allow the better students to work on tasks which fit the higher levels of Bloom's taxonomy of analysis, synthesis, and evaluation (Bloom, et al., 1956). Average students should not be expected to work beyond the levels of knowledge, comprehension, and application, but above average students should be given opportunities to work beyond what is expected as minimal achievement levels. As noted above, it is often possible for students who are not typically considered above average to achieve at higher levels than what might be accomplished within traditional approaches. Thus, the exceptional student is not only not held back with individualized programs aimed at mastery of basic requirements, but, along with other students, can exceed expectations.

A final reason for using individualized approaches such as contracts and goal setting in speech communication classrooms is that "contract grading can provide a viable means of reducing the element of threat that impedes effective interpersonal communication between a teacher and a student" (Book, Van Hoeven, Kreger, and Sprague, 1978). Given that

we teach the importance of developing an open and supportive climate in interpersonal realtionships, it is essential that our teaching strategies promote such a climate in the classroom.

While the disadvantages of individualizing such as increased preparation time, paperwork, and record keeping cannot be ignored, these problems can be minimized through the structure of the contracts or goal setting procedures. As will be shown in the next section, students can assume much of the responsibility for developing contracts and for monitoring their progress. Overall, the inconveniences are minimal in comparison to the advantages for both students and teachers.

Goal Setting And Contract Grading Systems

Goal setting and contract systems provide options for teachers who want to individualize instruction but do not have the time, the physical setting, the materials, or the desire to develop full-scale individualized programs such as mastery learning or a personalized system of instruction. Contracts and goal setting can be used to determine the final course grade, a unit grade, a weekly grade, or part of an assignment grade. These procedures do not have to be used for every unit, and, in fact, may be more beneficial to students after the teacher has had an opportunity to observe students' abilities, interests, motivation levels, etc. during the first unit or two of a course. When using new techniques such as contracts with older students, the immediate response may not be positive. Students who are successful with traditional grading and instructional procedures might be unwilling to try a system which does not offer the security of old ways. Thus, a gradual phase-in may be desirable for secondary students.

Of the two procedures discussed in this paper, contract grading is the more familiar. Goal setting is a system commonly used for individualizing in middle school programs, and it is a part of the teacher-advisor system developed by Keigh Hubbel (1976). Each of the systems will be defined and described in detail below, and in the final section of the paper, suggestions and examples for use in speech communication classes are given.

Goal Setting

Goal setting is a procedure whereby students set learning objectives for themselves. Objectives or goals can apply to a single assignment (e.g. a speech), a unit of instruction, an entire course, a time period (e.g. one week), or a combination of situations. Achievement of goals may or may not be tied to a grade as in the case of a semester goal to complete all homework assignments on time.

Goals should be written in behavioral terms and methods for determining goal achievement should be indicated.[2] Additionally, Hubel (1976) suggests goals meet the following criteria:

1. Conceivable. The goal must be conceivable. You must be able to put it into words. . . .
2. Believable. You must believe you can achieve the goal in the period of time that is at your disposal, i.e., in seven days.
3. Achievable. It must be possible for the goal to be achieved in the next seven days.
4. Measurable. The goal must be put into measurable specific terms rather than left in abstract or general terms.
5. Something you want to do. The goal must be something that

you want to do rather than something that you feel you must do. The goal cannot be set for you by someone else.

6. Presented without an alternative. The goal must be presented without an alternative. You commit yourself to a specific plan, not two alternative plans. (p. 197)

A form or record keeping system is needed for students to track the progress of goal achievement. Goal sheets should be kept in a folder and students should have easy access to them. Students should take responsibility for documenting achievement of goals, with the teacher making periodic checks of files. Since goal setting may not be evaluation-related, it is possible for someone other than the teacher, a parent for instance, to document goals such as one "to practice my informative speech in front of two friends or family members before presenting it to the class." In situations where goal achievement will influence a grade, the teacher should document completion.

Goal setting can be used in very traditional classrooms. Students can set levels of improvement for themselves, monitor behavioral problems, develop strategies for learning course material, and explore new areas of learning. Since students are largely responsible for developing and monitoring the goals, teacher time for administration is limited. Because students have ownership in the projects and understand what is expected of them, resistance to completion of the goals is lessened. Students can also select the method for achieving the goals thus adapting learning strategies to their particular learning styles.

Contracts

Dunn and Dunn (1972) have defined a contract as "a prescription (topic, course of study, unit) written for, by, or with the student" (p. 41). They suggest that a contract include four parts:

1. Behavioral objectives . . . that explain:
   (a) What the child must learn.
   (b) How the child can demonstrate that he has learned the specified information, applications, skills, etc.
   (c) The degree of proficiency expected of the child.
2. Media resource alternatives.
3. Activity alternatives.
4. Reporting alternatives. (p. 86)

As with goal setting, the need for measurable behavioral outcomes is a necessity. Book, et al. (1978) suggest that all evaluations within contracts use criterion-referenced evaluation which is a means of "assessing student work by measuring it against a set of behaviors or minimum levels of achievement that are specified before the student begins working" (p. 1).

Contracts can be set up on one of three general formats. First, and probably most common, is the contract developed for students by teachers. This type of contract establishes the criteria for grades of "A," "B," and "C." After reviewing the criteria, students select the grade they want to work for, and keep a record of work done to complete the contract. Mastery is usually the goal thus allowing work to be redone until it meets specified standards. Students are given a time limit in which to complete work. Failure to complete the work or to achieve levels of mastery stated results in a grade lower than that contracted for. Students are usually able to contract for a different grade, either higher or lower, during the course or unit. Contracts of this nature can be developed for course requirements, unit requirements, or assignment requirements.

With this approach, the student has no role in contract development. The teacher determines course objectives, standards for each letter grade, and what needs to be accomplished to meet the standards. Distinctions between grades can take the form of variations in the quantity of work completed, differences in the type of cognitive skills required, or a combination of the two. The type of course or unit can affect the choice. Usually there is a core of requirements listed in the "C" grade which must be completed by all students.

The second type of contract is developed with the student. This type of contract is suitable for units within a course, and is usually used for units other than the first. The teacher needs some knowledge of the student's learning style, aptitude, etc. to assist the student in developing the contract.

The third general type of contract is that which is developed by the student. Usually students can develop their own contracts after using teacher-made contracts in other units. This type of contract is useful for final projects, enrichment activities, or remedial or extra-credit work in addition to unit requirements. The student determines the objectives, means of accomplishing them, etc. and submits the contract for the teacher's approval.

In addition to the three general types of contracts, there are several format modifications which can be used for each of the three types. One system of evaluation utilizes a point system. Students who contract for a certain grade must obtain a certain number of points. Contracts list several options with varying amounts of points. Students select from the list of options (e.g. types of speeches with varying degrees of difficulty) until the desired number of points is reached. With other types of evaluation strategies, activities are completed and

are rated either satisfactory or unsatisfactory. All items listed on the contract must be completed with a satisfactory rating. Students may repeat work until a satisfactory rating is achieved. A final evaluation strategy establishes a competency level which must be achieved, e.g. score at least 85% on a parliamentary procedure test. Once again, students may redo work until the specified achievement level is reached. As with other facets of contracts, variations and combinations of the three systems are possible.

A second type of format modification is that a contract may be developed for a group of students. This option is especially useful in group discussion or interpersonal courses as well as for forensic-related activites.[3]

Adapting Goal Setting and Contracts To the Speech Communication Classroom

As mentioned previously, contracts and goal setting have flexible applications. An instructor can use goal setting for motivational purposes or contracts for enrichment. Listed below are practical suggestions for using goal setting and contracts in a wide range of speech courses and situations. The Appendix contains specific examples of formats for contracts and goal setting records.

Public Speaking

This is a course which allows for considerable opportunities for use of both strategies. Contracts can be used to determine the work to be done for an entire semester or the grade for a single speech or written assignment. Goal setting can also be used for course objectives or to identify specific areas for improvement on a single speech. Suggested applications include:

Goal Setting

1. Have students examine evaluation forms from a past speech and select two or three areas for improvement. Prepare a form (see Appendix) which lists the goals, methods of preparation to achieve it, and the method of measuring achievement. Assign points (1-10) for completion of the goal.

2. Have students determine their personal communication-related goals for the semester. Develop a form which allows students to chart weekly progress on the goals.

Contracts

1. Set up the course on a contract basis. Determine the number of points needed for each letter grade. Establish a set of activities to correspond with units in the course. Allow choices within each category which vary in degrees of difficulty and points. Set maximum limits on points for each unit.

2. Use contracts to determine individual speech grades. Each successive grade should require more complex skills (See Appendix for general requirements for each grade).

3. Use contracts for individual units. Let students develop contracts to meet teacher-stated objectives for the units.

Debate or Individual Events

These courses are highly invidualized naturally, but goal setting and contracts can provide some structure in a classroom setting which often defies structure.

1. Have students develop weekly goal sheets to structure their daily activities. Goals should be based upon feedback from tournament ballots or needs for an upcoming tournament. Goals might relate to research needs, delivery strategies, practice, selection of cuttings, preparation of extemp files. Daily activities such as practicing

should be verified by the person critiquing the practice. (See Appendix for sample goal sheet for forensics activities.)

2. Have debate teams or individual events students develop goals for a tournament. Use ballots as a means of observing goal achievement.

3. Have students develop long-term goals to be realized by the end of the season. Develop a goal-setting form which allows for periodic evaluation of goal achievement.

Contracts

1. Base the entire grade for a debate or individual events course (or combination course) upon a contract. Develop a variety of activities including tournament attendance, practice, preparation/research, and tournament performance as categories of the contract. Develop a point system with maximum points per category.

2. Use contracts for individual units within a course. I discovered that it is difficult to motivate students to work after tournaments have ended. To remedy the apathy problem, the last unit was devoted to exploring areas of forensics in which students had little or no previous experience, sharpening skills such as cutting manuscripts or researching, and reviewing debate theory or student congress procedures. The contract developed for this review unit appears in the appendix.

Interpersonal Communication

Book (1975) provides an excellent outline of strategies for using contracts in an interpersonal course. In addition to her suggestions, I would add the following:

Goal setting

Develop goals for improving interpersonal skills within various relational settings: parent/child, sibling, friends, student/teacher.

Contracts

1. Use contracts developed by students for a final project. Provide guidlines similar to those presented in the Appendix for the group discussion final project.

2. Use contracts for enrichment activities. Allow individual students or groups of students to replicate interpersonal communication experiments, or have students read additional texts or journal articles to explore a topic in depth. See Appendix for an example of a student planning guide for use in such projects.

3. Use contracts for projects in place of tests. Determine objectives for a unit and assist students in developing activities or written assignments to test realization of objectives.

Group Discussion

Since this course requires group activities, it is more difficult to individualize or prepare a contract for a course grade. Individual contracts for units or group contracts for projects can be substituted. See the Appendix for an example of general guidelines for a group project which students can use as a basis for developing a contract.

Goal setting

Goal setting can be individual or group and can relate to participation levels, task accomplishment, or maintenance strategies.

Contracts

1.Assign a major group project which requires investigation of a school or community problem. Students should suggest possible solutions. Have each group develop a contract outlining how they will preceed to gather information, follow steps in the problem solving sequence, and report results.

2. Use contracts for enrichment activities, either group or individual.

Oral Interpretation

This course can be approached in the same manner as the public speaking course.

Mass Media

This course can also be designed as a contract course. Units should be represented within the contract and point totals limited within each unit. Both group and individual contracts can be used for projects and enrichment activities. If the course includes hands-on production activities, goal setting can be used for improvement strategies for activities. Final projects, exam substitutes, and group projects can all be used.

Footnotes

[1]See J.A. Daly, "Learning Styles." In G. Friedrich, ed. Education in the 80s. Washington, D.C.: NEA, 1981 for a discussion of the learning style research applicable to the speech communication classroom.

[2]For a complete discussion of behavioral objectives and their proper development, consult the following: D.J. Cegala, R.J. Kibler, L.L. Barker, and D.T. Miles. "Writing Bhavioral Objectives: A Programmed Article." Speech Teacher. 1972, 21, 151-168; J.M. Civikly. "A Case for Humanizing Behavioral Objectives." Communication Education. 1976, 25 231-236; C.R. Gruner. "Behavioral Objectives for the Grading of Classroom Speeches." Speech Teacher. 1968, 17, 205-209; R.J. Kibler, L.L. Barker, and D.J. Cegala. "A Rationale for Using Behavioral Objectives in Speech-Communication Instruction." Speech Teacher. 1970, 19, 245-256; C.O. Tucker. "Toward Facilitation of Behavioral Objectives in Speech Communication." Speech Teacher. 1973, 22, 231-236.

[3]For examples of contract systems used in speech communication courses consult: C.L. Book, S. Van Hoeven, M. Kreger, and J. Sprague. Contract Grading in Speech Communication Courses. Falls Church, VA.: SCA, 1978; C. Book. "Contract Grading in the Interpersonal Communication Course." Speech Teacher, 1975, 24, 133-138; B.P. Holleran. "The Use of Performance Options in Speech Courses." Today's Speech, 1972, 20, 27-29; T.R. King. "A Contract Approach to a Public Speaking Course." Speech Teacher, 1972, 21, 143-144; V. Littlefield. "Behavioral Criteria for Evaluating Performance in Public Speaking." Speech Teacher, 1975, 24, 143-145; S.L.

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APPENDIX

OPERATIONALIZATION OF THE CRITERIA FOR THE GRADING OF A PUBLIC SPEECH*

I. Normally, an "average" speech (C) should meet the following standards:

A. Conform to type assigned (expository, persuasive, etc.)
B. Conform reasonably to the time limit
C. Exhibit sound organization; a clear purpose supported adequately by main ideas that are easily identified
D. Fulfill any special requirements of the assignment such as: to use three illustrations, or statistics, or authority
E. Be intellectually sound in developing a topic of worth and adequate and dependable evidence
F. Exhibit reasonable directness and communicativeness in delivery
G. Be correct grammatically and in pronunciation and articulation
H. Be ready for presentation on date assigned

II. The "better than average" speech (B) should meet the foregoing tests and also:

A. Contain elements of vividness and special interest in style
B. Be sure of more than average stimulative quality in challenging the audience to think or in arousing depth of response
C. Demonstrate skill in winning understanding of unusually difficult concepts or process; or in winning agreement from auditors initially inclined to disagree with the speaker's purpose
D. Establish rapport of a high order through style and delivery which achieve a genuinely communicative circular response

III. The "superior" speech (A) not only meets the foregoing standards but also:

A. Constitutes a genuinely individual contribution by the speaker to the thinking of the audience
B. Achieves a variety and flexibility of mood and manner suited to the multiple differentiation of thinking and feeling demanded by the subject matter and by the speaker-audience relations
C. Achieves a demonstrable progression from the initial uncertainty [of knowledge or belief] held by the audience toward the subject and, by orderly processes, toward a final resolution of the uncertainty in a conclusion that evolves naturally from the materials used by the speaker
D. Illustrates skillful mastery of internal transactions and of emphasis in presentation of the speaker's idea.

IV. Speeches which must be classified as "below average" (D or F) are deficient in some or several of the factors required of the "C" speech.

*Adapted from Oliver, Robert T. "The Eternal (and Infernal) Problem of Grades." Speech Teacher 9 (1960): 9-10 by William D. Brooks and Gustav W. Friedrich in Teaching Speech Communication in the Secondary School. Boston: Houghton-Mifflin, 1973, 123-124.

GOAL SETTING AGREEMENT

(Complete the following form and present it to the instructor before giving your next speech)

Name_____

Assignment ___(ex. Persuasive Speech)_____

Goal #1 _____(ex. make my introduction and conclusion more interesting and effective rather than just "technically correct")

Method of achieving goal: (ex. I will do this by brainstorming a variety of introductions and conclusions and trying them out on friends who will give feedback)

Assessment of goal schievement: (ex. examine critique sheets from the instructor and class members for comments and ratings. Ratings should average "4" to indicate improvement from the last speech.)

Goal #2_____

Method of achieving goal:_____

Assessment of goal achievement:_____

Goal Achievement Score _____
(1-5 pts.)

GOAL SETTING
(Weekly)
Debate/Individual Events

Name_____ Hour_____

Week of_____

Goal #1_____

_____

Method to achieve & evaluate goal_____

_____

_____

Goal #2_____

_____

Method to achieve & evaluate goal_____

_____

_____

Goal #3_____

_____

Method to achieve & evaluate goal_____

_____

_____

Monday

Goal #_____

Activity:

Comments, evaluation, verification of activity/goal achievement:

Name_____

Tuesday

Goal #_____

Activity:

Comments, evaluation, verification of activity/goal achievement:

Name_____

Wednesday

Goal #_____

Activity:

Comments, evaluation, verification of activity/goal achievement:

Name_____

Thursday

Goal #_____

Activity:

Comments, evaluation, verification of activity/goal achievement:

Name_____

Friday

Goal #_____

Activity:

Comments, evaluation, verification of activity/goal achievement:

Name_____

CONTRACT FOR FORENSICS
(Post-Tournament Unit, usually last 6 weeks of semester)

To receive a grade of "A", you must complete the following:

1. Prepare and present an individual event in which you did not participate this season.

   A. The presentation need not be memorized.
   B. The presentation will be evaluated by the instructor and class members.
   C. The average evaluation of the performance must be a II rating.
   D. The presentation must meet time requirements.
   E. The presentation must meet State and NFL presentation requirements (e.g. prepared introduction for interps)

2. Prepare 10 cuttings suitable for interp events (can be any combination of prose, poetry, dramatic, humorous, or duet)

   A. Cuttings meet State and NFL requirements (time, type of literature, etc.)
   B. Include a brief synopsis of the play, novel or short story.

   OR

   Prepare 7 bibliographies and information files for informative or oration topics.

   A. Each file must include a minimum of 10 sources.
   B. Each file must contain two photocopied articles.
   C. Topics should be broad enough to allow for multiple approaches (e.g. "Problems in college athletics" instead of "How to solve recruitment violations")

3. Prepare to participate in either debate or student congress.

   Option I: Debate

   A. Turn in 50-75 pieces of evidence on next year's debate topic.

      1) Each card should carry complete source citation (see text for examples)
      2) Original sources should accompany cards.

   B. Take the Diagnostic Debate Exam and score at least 85%
   C. Prepare a bibliography on next year's debate topic

      1) A minimum of 5 sources each from books, periodicals, newspapers, and government publications.
      2) Use complete bibliographic citations (see text for examples)

Option II: Student Congress

A. Prepare one bill and one resolution following format requirements outlined in NFL Congress manual.
B. Prepare bibliographies for both the bill and resolution.

1) Include at least 10 sources for each.
2) Use complete bibliographic citations (see debate guidelines)

C. Complete a parliamentary procedure test and score at least 85%.

To receive a grade of "B", you must complete the following:

1. Prepare and present an individual event in which you did not participate this season. Follow all requirements outlined for an "A" grade.

2. Prepare 7 cuttings suitable for interp events. Follow A and B for an "A" grade.

OR

Prepare 5 bibliographies and information files for informative or oration topics. Follow A, B, and C for an "A" grade.

3. Prepare to participate in either debate or student congress.

Option I: Debate

A. Turn in 30-50 pieces of evidence on next year's topic. Follow (1) and (2) for an "A" grade.
B. Score at least 80% on the debate exam.
C. Prepare a bibliography on next year's topic.

1) A minimum of 3 sources each from books, periodicals, newspapers, and government publications.
2) Use complete bibliographic citations (see text for example)

Option II: Student Congress

A. Same as "A" grade.
B. Prepare bibliographies for both the bill and the resolution.

1) Include at least 7 sources for each.
2) Use complete bibliographic citations.

C. Score 80% on parliamentary procedure test.

To receive a grade of "C", you must complete the following:

1. Prepare and present an individual event in which you did not participate this season.

A. Follow requirements A, B, D, E for an "A" grade.
B. The average evaluation of the performance must be a III rating.

2. Prepare 5 cuttings suitable for interp events. Follow A and B for an "A" grade.

   OR

   Prepare 3 bibliographies and information files for informative or oration topics. Follow A, B, and C for an "A" grade.

3. Prepare to participate in either debate or student congress.

   Option I: Debate

   A. Turn in 20 pieces of evidence on next year's topic. Follow (1) and (2) for an "A" grade.
   B. Score at least 70% on the debate exam.
   C. Prepare a bibliography on next year's debate topic.

      1) Include a total of 10 sources.
      2) Include at least one source from each of the following: books, periodicals, newspapers, government documents.
      3) Use complete bibliographic citations (see text for example)

   Option II: Student Congress

   A. Prepare either a bill or a resolution following format requirements outlined in NFL Congress manual.
   B. Prepare a bibliography. Follow (1) and (2) on "A" grade.
   C. Score at least 70% on the parliamentary procedure text.

FORENSICS CONTRACT

1. Examine the requirements for each grade.

2. Your grade will be based upon whether or not you complete <u>all</u> requirements listed.

3. If you do not complete the requirements, you have the option of redoing any unsatisfactory work until it meets requirements. Failure to complete requirements by the end of the semester will result in adjustment of the grade contracted for. Adjustments will be determined by comparing the percentage of completed work to required work and to the requirements for B or C grades.

(Name)_____ is contracting to receive a grade of _____ for the final unit of Forensics. The following options will be exercised on #2 and #3.

(Circle One)

#2	Interpretation Events	Public Speaking Events
#3	Debate	Student Congress

_____ _____

(Signature) (Date)

RECORD FOR FORENSICS
Contract

Name_____

Grade contracted for_____

1. Preparation and presentation of Individual Event

   A. Met time limit Yes_____ No_____

   B. Met presentation requirements Yes_____ No_____

   C. Performance evaluation rating Yes_____ No_____

   Date completed_____

2. Preparation of interpretation cuttings or bibliographies and source files for informative or oration topics

   Titles (and authors for interp)

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____
   7. _____
   8. _____
   9. _____
   10. _____

   For Interps

   A. Meet State and NFL Requirements Yes_____ No_____

   B. Include synopsis Yes_____ No_____

   OR

   A. Meets minimum source requirement Yes_____ No_____

   B. Contains two photocopied articles Yes_____ No_____

C. Topic suitability Yes_____ No_____

Date completed_____

3. Debate or Student Congress option

Option I: Debate

A. Evidence requirement

1) Number of cards

2) Complete citations Yes_____ No_____

3) Original sources Yes_____ No_____

B. Exam grade_____

C. Bibliographies

1) Source requirement met Yes_____ No_____

2) Citation requirement met Yes_____ No_____

Option II: Student Congress

A. Bill and resolution

1) Bill completed Yes_____ No_____

2) Resolution completed Yes_____ No_____

3) Format requirements Yes_____ No_____

B. Bibliographies

1) Number of sources for bill Yes_____ No_____

2) Number of sources for resolution Yes_____ No_____

C. Exam Grade_____

Date completed_____

STUDENT PLANNING GUIDE

DIRECTIONS: Complete the following in duplicate. Be sure you discuss this project with your teacher and secure the teacher's signature before beginning this study.

1. Write here a topic or subject about which you wish to know more:

2. Tell why you want to investigate this topic:

3. List as clearly as possible three things you propose to learn, find out or be able to do, write or speak about by investigating this topic or subject:
   a)
   b)
   c)

4. List the main steps by which you propose to accomplish the above objectives.
   a) First, I will . . .
   b) Next, I will . . .
   c) . . .
   d) . . .
   e) Finally, I will . . .

5. List here at least 3 specific sources or materials you can use that may be helpful in accomplishing your main objectives:
   a)
   b)

6. Tell at least 3 things you propose to do – and how well you propose to do them – to demonstrate that you have accomplished the objectives listed in # 3 above:
   a)
   b)
   c)

7. Indicate the amount of time you expect to devote to this project and the schedule you will follow:
   a) time:
   b) schedule:

   *starting date: *progress reporting date:

   *progress reporting date: *final evaluation date:

Instructor's signature _____ Date _____ Your signature _____

Taken from Barry K. Beyer, "Individualized Learning: Students Can Do Their Own Planning," The Clearing House, 1981, 55, 63.

Example of Felxible Project Assignment

Final Project--Group Discussion

You have three options for the project. It may be (1) a paper which explores a theory related to group discussion/interpersonal communication in some detail. A typical project of this type would be one which examined the concept of leadership by reading several theories of leadership, examining research on leadership, and determining places where leadership is important in real life situations. (2) you may write a book review of a book dealing with the broad range of discussion or with one variable discussed during the semester. (3) You may develop at least two exercises suitable for use in a discussion class.

Instructions for Option 1: The paper must be at least five pages long (typewritten, double-spaced) or the equivalent of five typewritten, doubled-spaced pages. At least three sources must be examined. If handwritten, please write on every other line.

Instructions for Option 2: The paper must be at least four pages long or the equivalent of four, double-spaced, typewritten pages. Only one page may be devoted to a summary of the content. The remainder of the paper is to analyze the content of the book in terms of what has been discussed in class and its usefulness in understanding group discussion. You should be critical of theories and practices examined in the book. For instance, if someone suggests a theory of group interaction which you have found consistent with your observations of groups in the class, then give examples telling why you believe the theory to be valid.

Instructions for Option 3: If you choose to develop exercises to be used in class, then you must (a) list the area to which it applies--inference, consensus, etc. (b) list the objectives of the exercise (c) list the materials needed, if any (d) list the complete instructions (e) list possible discussion questions to use in analyzing the activity (f) describe expected behaviors and outcomes.